**World Language Curriculum Template**

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| Unit Title: | Personal and Public Identities: Identity and Heroism | Approx. Duration | 2H – 6 weeks  2 – 8 weeks |
| Connections to Previous Unit: |  | Preparations for Future Unit: | Power Standards – Level 2 Meets Expectations |

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| Unit - Curriculum Overview | |
| Target Essential Understandings & Questions | |
| * Everyone has a unique identity. * What makes me unique? * Who is a hero? | |
| Target Program Standards | |
| **Students will know:**  Communication – Interpretive, Interpersonal, Presentational  Throughout this unit, students will have the opportunity to explore who they are. They will describe themselves and others commenting on their activities. They will then learn about and reflect on those that society looks up to – our heroes. Students will explore the identity of various heroes – real and imaginary. They will begin by generating a list of heroes from various cultural and social backgrounds commenting on the characteristics and qualities of heroes. Students will select a Francophone hero and describe their hero’s life by discussing their qualities, actions, background and other important aspects that make him/her a hero. The students will create and present a brief presentation featuring their hero.   * Culture – heros from other cultures * Connections – historical heroes and events * Comparisons – compare characteristics of cultural heroes * Communities – sharing information on heroes and nominate for Panthéon | |
| Target Common Core Standards | |
| **Standard** | |
| Target Vocabulary | |
| * américain(e) d’origine… * enchanté(e), un plaisir * J’admire…Je respecte….Je suis d’accord. A mon avis…, Comment tu trouves….? Je trouve… Pas moi, moi aussi | |
| **Language Functions** | **Structures / Patterns** |
| meet and greet others |  |
| identify myself |  |
| ask and answer questions about nationality and where I live | basic questions |
| provide physical description of self and others | adj agreement and position, être |
| compare others | plus que, aussi que |
| ask others and talk about what I do and don’t do | high frequency present tense verbs  affirmative and negative (ne…pas, ne…jamais) |
| ask others and talk about what I like and don’t like to do | verb +infinitive |
| state an opinion and agree or disagree with others |  |
| name traits normally associated with heroes/ superheroes/ legendary heroes; describe personal heroes | Heroes are |
| provide simple biographical information on different heroes |  |

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| Unit - Instruction & Assessment Overview | | | | |
| Resources & Materials | | | | |
| * Le Panthéon - <http://www.lespetitscitoyens.com/index.php?option=com_content&view=article&id=174> * Article – Faut-il raconter toute sa vie sur internet? * Song – Hymne des sapeurs pompiers <http://www.youtube.com/watch?v=lGmyqFvfJs4> | | | | |
| Assessment | | | | |
| **Common** | | | | |
| **Interpretive** | | **Presentational** | **Interpersonal** | |
| * Read about a hero and demonstrate comprehension using the ACTFL interpretive templates. | | * Students will create a Glogster or other digital project focusing on a Francophone hero. Students will include his/her name, age, nationality and what he or she is like, his/her profession, biographical information and what makes him/her worthy of being a hero. Students also will write a nomination letter to allow this person be buried in Père Lachaise or the Panthéon * In class writing – Describe yourself. Describe a personal hero. | Students will have a conversation where they ask and answer questions about who their hero is, what he or she does that makes him or her a hero and what are the key qualities for a hero. | |
| **Recommended (Optional):** | | | | |
| **Interpretive** | | **Presentational** | **Interpersonal** | |
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| Lessons/Labs/Activities | | | | |
| **Common** | | | | |
| **Mode of Communication** | **Activity** | | | **Purpose** |
| presentational | collage to introduce themselves possibly based on their names; personality with reason connected to images | | |  |
| interpersonal | find someone who interview grid to get to know each other and/or an assumed identity. | | |  |
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| **Recommended (Optional):** | | | | |
| **Mode of Communication** | **Activity** | | | **Purpose** |
| interpretive  Cultural Product | Watch video on Pantheon or Père Lachaise and compare to American monument/cemetary of similar nature. | | | flipped – students watch in English at home, discuss in French next day |
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| **Approximate Number of Days** | **Suggested Pacing** | | | |
| 1 | As much French as possible, delay rules until ready to ask them for the rules. Seating chart applied later. Icebreakers with first vocabulary list. | | | |
| 1 | Graphic organizer with adjectives – ask other students - important people/heros who are “courageous” | | | |
| 1 | Organize into hero or important person and why | | | |
| 1 | Back to personal information – identify yourself | | | |
| 1 | usually before first weekend – back to rules, discuss use of cellphones | | | |
| 1 | Reading – (social media) | | | |
|  | Introduce important person – Edith Piaf – Père Lachaise | | | |
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Marie Curie – Panthéon

Edith Piaf - Père Lachaise